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HOW FIRST-GRADE TEACHERS SPEND THEIR TIME TEACHING LANGUAGE ARTS TO DISADVANTAGED URBAN CHILDREN.

BY- SERWER, BLANCHE L. HARRIS, ALBERT J.

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THE RESULTS OF A STUDY OF THE TIME ALLOCATED TO VARIOUS ASPECTS OF LANGUAGE ARTS BY 48 TEACHERS OF 1,600 FIRST-GRADE DISADVANTAGED URBAN CHILDREN IN NEW YORK CITY ARE REPORTED. TWELVE CLASSES EACH WERE ASSIGNED TO ONE OF FOUR METHODS USED IN THE CRAFT PROJECT (COMPARING READING APPROACHES TO FIRST-GRADE TEACHING WITH EDUCATIONALLY DISADVANTAGED CHILDREN) -- (1) BASAL READER, (2) BASAL READER WITH PHONOVISUAL TECHNIQUES, (3) LANGUAGE-EXPERIENCE, AND (4) LANGUAGE-EXPERIENCE WITH AUDIOVISUAL SUPPLEMENTATION. TEACHER LOGS WERE COMPLETED BY THE TEACHERS DAILY FOR NOVEMBER AND DECEMBER 1964 AND FOR 5 CONSECUTIVE DAYS OF EACH SUBSEQUENT MONTH TO MAY 1965. DATA COLLECTED SHOWED THAT THE TEACHERS EMPHASIZED APPROPRIATE ACTIVITIES FOR FIVE READING ACTIVITIES AND 10 SUPPORTIVE LANGUAGE ARTS ACTIVITIES, BUT THEY DIFFERED SIGNIFICANTLY IN THE TIME SPENT FOR SIX OF THESE ACTIVITIES. THE SIGNIFICANT DIFFERENCES WERE IN THE DIRECTION CONSISTENT WITH THE ASSIGNED METHODS OF INSTRUCTION. EXAMPLES OF THE TEACHER LOGS USED ARE APPENDED. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION CONFERENCE (CHICAGO, FEBRUARY 19, 1966). (NS)

DIVISION OF TEACHER EDUCATION OF THE CITY UNIVERSITY OF NEW YORK
535 EAST 80TH STREET, NEW YORK, N. Y. 1002

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HOW FIRST-GRADE TEACHERS SPEND THEIR TIME TEACHING LANGUAGE ARTS TO DISADVANTAGED URBAN CHILDREN

Blanche L. Serwer and Albert J. Harris

Division of Teacher Education
The City University of New York

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Presented to

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Chicago, February 19, 1966

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How First-Grade Teachers Spend Their Time Teaching Language Arts to Disadvantaged Urban Children

Blanche L. Serwer and Albert J. Harris
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Problem and Objectives

The difficulty encountered by disadvantaged children in learning to read has become one of the nation's most provocative research problems. There emerges a clear necessity to discover effective ways of teaching the culturally different child, introducing the Language Arts in an orderly, sequential fashion. The most appropriate sequences and time allotments are goals for future research.

A preliminary problem arises as to what is happening in classes of disadvantaged children today? What are teachers doing when they say they are teaching the Language Arts? How are they dividing the time allotted to this important area of the curriculum at the present time? These questions arose as by-products of a study in first-grade reading. Thus a unique opportunity was presented to investigate the allocation of time to the various aspects of the language arts, including reading, by a large group of teachers of first-grade disadvantaged children living in ghetto areas of New York City.

Procedures

Methods in the Study

At this point a short description of the reading study called the CRAFT Project seems necessary. Figure 1 shows the teaching methods that were used.

This report is based on data collected in Project No. 2677 of the Cooperative Research Program of the Office of Education, U.S. Department of Health, Education and Welfare. Additional support was given to the project by the Board of Education of the City of New York and the Division of Teacher Education of The City University whose Office of Research and Evaluation is conducting the research.

Skills-Centered Approach 24 Classes	
I Basal Reader Method 12 Classes	II Basal Reader Method with Phonovisual Word Recognition 12 Classes

Language-Experience Approach 24 Classes	
Language-Experience Method 12 Classes	Language-Experience Method with Audio-Visual Supplementation 12 Classes

Figure 1. Two Major Approaches Subdivided into Four Experimental Methods

The Craft Project (Comparing Reading Approaches to First-Grade Teaching with Educationally Disadvantaged Children) is one of the coordinated research projects in first-grade reading currently receiving support from the Cooperative Research Program. The central comparison is between the Skills-Centered Approach and the Language-Experience Approach. The Skills-Centered Approach emphasizes the need for order, structure, and built-in repetition. Skills are introduced in specific sequence, the vocabulary is carefully controlled, and the teacher is provided with detailed lesson plans. The Language-Experience Approach emphasizes the need for self-expression through the use of the child's oral language as a basis for beginning reading materials. His experiences provide a basis for concept-building, language enrichment, and vocabulary development. Out of the discussion of these experiences, chart stories are developed and used for reading and writing, for skills instruction, and for drill. The transition to book reading is gradual and individualized.

Each of these two main approaches is further divided into two teaching methods. The Skills-Centered Approach is sub-divided into Method I, Basal Reader Method, with close adherence to the instructions contained in the teachers' manuals; and Method II, the Phonovisual Method of teaching word recognition used with basal readers, in place of the word recognition lessons contained in the manuals. The Language-Experience Approach was subdivided into Method III, Language-Experience with customary use of audio-visual technology, and Method IV, Language-Experience with heavy supplementation of audio-visual methodology.

Population

Since there were twelve classes in each of the four treatments, 48 first-grade teachers participated, together with their approximately 1600 pupils, predominantly low socio-economic Negro children, in twelve schools located in three boroughs of New York City. These schools with one exception had been designated as "special service" schools to receive extra educational and psychological services because of the high incidence of cultural deprivation and instructional problems.

Method of Collecting Data

It was important that the time spent in teaching be equalized among the four experimental methods in order to eliminate a potential source of uncontrolled variance. A further problem that had to be solved was that nine of the twelve schools were on full five-hour sessions and three were on part-time four-hour sessions. A Daily Teacher Log was therefore designed to record the total time spent on Reading and on supportive Language Arts activities. The recommended total time allotted to this combination was established as three hours a day for the nine five-hour schools and two and one-half hours a day in the three four-hour schools.

For Skills-Centered teachers (Basal Reader and Phonovisual Methods) the following use of time was designated:

	5 Hours	4 Hours
Language Arts - Total	120 min.	100 min.
Reading	(90 min.)	(75 min.)
Other Language Arts	(30 min.)	(25 min.)
Social Studies	30 min.	25 min.
Science and Health	30 min.	25 min.
Total	180 min.	150 min.

For the teachers in the Language-Experience methods the proper allocation of time was more difficult, since many of the Language Arts activities were developed out of experiences which could also be classified as Social Studies or Science and Health. The Language-Experience teachers were therefore asked to devote the same total (180 minutes for five-hour schools and 150 minutes for four-hour schools)

to the combination of Language Arts, Social Studies, and Science. Integration and mutual reinforcement of the Language Arts (listening, speaking, reading and writing) was a basic concept of the Language-Experience approach; therefore, the balance of time between Reading and the other Language Arts was flexible.

Number of Logs

Teacher Logs were recorded every school day in November and December. The number of logs was then reduced to five consecutive days a month for two reasons: (1) the teachers expressed some resentment against recording every day; (2) the research staff judged that five a month would be adequate for the necessary statistical analysis concerning equalization of time. The teachers continued to submit logs through the month of May.

Format of the Log

The original log form was tried out in one school and then mimeographed, incorporating the teachers' suggestions. Checking, totaling and doing statistical computations proved to be a time-consuming activity, absorbing a considerable amount of research assistant time. It was therefore revised as an optical scanning record form for the I.B.M. 1230 system, for use in the second year's replication and continuation studies. Both log forms are appended.

As can be seen from these forms, the log was designed to elicit from the teacher an accurate statement concerning the time spent in all aspects of the Language Arts, divided into the two major categories of Reading Activities and Supportive activities. Social Studies and Science, which were integrated into the Language Arts in the two methods of the Language-Experience Approach, were also included.

Accuracy of the Logs

There is, of course, no way to verify the accuracy of the times entered by the teachers. Classroom appraisals by supervisors and reports of objective observers concurred in confirming the seriousness with which the logs were regarded. In going over the completed log forms, however, the research staff noted some use of the two "other" columns for activities covered in the specific categories. These errors were not numerous, especially when compared to the total time spent in the 48 classes.

Results and Discussion

Table 1 presents the average daily instructional time in minutes for the two major approaches and the four teaching methods.

Table 1

Average Daily Instructional Time for
Two Approaches and Four Teaching Methods

Variable	Time in Minutes per day
Skills-Centered Approach	171.5
I. Basal Reader Method	172.1
II. Phonovisual Method	170.8
Language-Experience Approach	175.9
III. Language-Experience Method	194.0
IV. L-E Audio-Visual Method	157.8

It is apparent that the difference between the instructional time devoted to the two major approaches (171.5 vs 175.9 minutes) is negligible, and that both are reasonably close to the goal of 180 minutes.

The disparity between the Language Experience methods with and without audio-visual supplementation may be in part an artifact of the method of reporting, since it seems probable that time spent with A-V equipment was omitted from the log by some teachers, although preparation and ensuing discussions were included. Another possible explanation is the slowness with which the Audio-Visual Method became implemented.

The teachers encountered difficulty in becoming accustomed to the CRAFT time allotment, which was considerably greater than the time suggested for the Language Arts in the most recent Board of Education Curriculum Bulletin No.1, i.e., 90 to 120 minutes per day for the Language Arts, of which only 30 to 45 minutes are designated for Reading.

Figure 2 shows the progress month by month of teachers of the four methods in approximating 180 minutes per day. The Audio-Visual and Basal Reader teachers started low and reached the desired level in March. The Phonovisual teachers showed least change. The Language-Experience teachers started at the desired level and then went up, down, and up again.

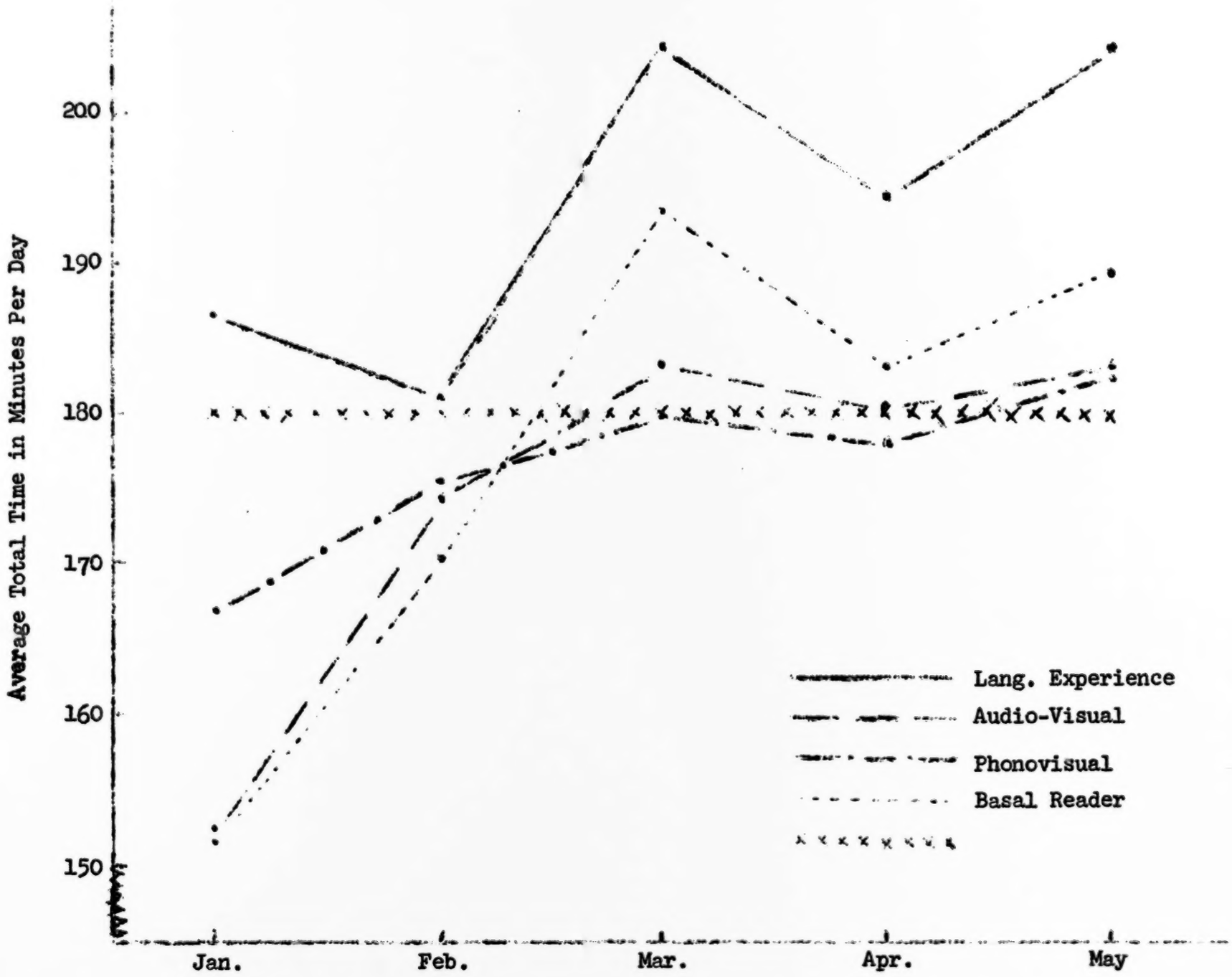

Figure 2. Changes in Total Language Arts Time Per Day for Four Teaching Methods, by Months, in Full-Session Schools

Each teacher was encouraged at successive meetings to aim as closely as possible at a total of 180 minutes, and the log forms provided feedback by which they could tell whether they were going over or under the desired figure. In a sense, Figure 1 represents learning curves for groups of teachers in adjusting to an increase in the time per day to be devoted to the Language Arts.

There is a marked difference between the two main approaches in the proportions of time spent in Reading Activities as compared to Supportive Activities. As can be seen in Table 2, the teachers in the Skills-Centered Approach spent 55.5

Table 2

Percents of Instructional Time Devoted to
Reading Activities and Supportive Activities

Variable	Percentage of Instructional Time	
	Reading Activities	Supportive Activities
Skills-Centered Approach	55.5	44.5
I. Basal Reader Method	56	44
II. Phonovisual Method	55	45
Language-Experience Approach	39.5	60.5
III. Language-Experience Method	42	58
IV. L-E Audio-Visual Method	37	63

per cent of their time in Reading Activities while the Language-Experience teachers spent only 39.5 per cent of their time in Reading Activities. Conversely the Skills-Centered teachers spent 44.5 per cent of time in Supportive Activities, while the Language-Experience teachers spent 60.5 per cent of their time in Supportive Activities. The difference between the two approaches is significant ($p < .05$). Within each approach the difference between the two methods is small and not significant.

Teacher practice had been measured at the start of the CRAFT Project by the San Diego Inventory of Approaches to the Teaching of Reading. According to that questionnaire, the CRAFT teachers, before training began, tended as a group to score significantly higher ($p < .01$) on a scale of Basal Reader practices than on a scale of Language-Experience practices. A second administration of the San Diego Inventory at the end of the year revealed that each group of teachers had changed significantly in the direction of the method to which they had been assigned.

Table 3 presents the percentage of time per day spent on each of the five itemized kinds of reading activities and on each of the ten kinds of supportive activities, by method.

Table 3

Percentages of Time Spent on Specific Reading and Supportive Activities in Four Teaching Methods

ACTIVITIES	Skills-Centered		Language-Experience		
	I Basal Reader	II Phono-Visual	III Language Experience	IV Lang.-Exp. Audio-Vis.	P
Reading Activities	56%	55%	42%	37%	
Basal Reader	28.8	25.3	3.3	2.0	< .01
Experience Chart	6.9	4.7	12.6	10.9	< .01
Sight Word Practice	8.2	5.7	7.7	6.9	NS
Phonics	8.2	17.2	7.7	7.6	< .01
Other Reading Activitie	3.9	2.1	10.7	6.6	< .01
Supportive Activities	44%	45%	58%	63%	
[illegible]	[illegible]	[illegible]	[illegible]	7.1	NS
Discussion	5.8	8.0	10.6	10.2	NS
Writing	9.2	9.6	12.3	12.1	NS
Audio-Visual	2.4	2.1	1.9	9.2	< .01
Audio-Vis with Discussion	1.0	1.2	1.1	5.9	< .01
Dramatization	2.2	2.7	3.6	2.7	NS
Art Word with Reading	4.8	3.4	9.4	8.1	NS
Other Language Arts	2.6	1.2	4.2	2.6	NS
Social Studies	3.9	3.9	2.7	2.8	NS
Science	3.4	2.9	2.8	2.3	NS
Total	100%	100%	100%	100%	

The distinctive features of the four methods show up clearly. Teachers in both Skills-Centered methods spent 25 per cent or more of their total Language Arts time in the use of basal readers. The Phonovisual teachers spent 17 per cent of their time on phonics; the other three groups averaged eight per cent on phonics. The two Language-Experience groups devoted 10 to 12 per cent to each of the following: experience charts, discussion, and writing. The Audio-Visual teacher averaged about 15 per cent of their time on the use of audio-visual procedures, while the other Language-Experience teachers and the two groups of Skills-Centered teachers only spent one-fifth as much time in this area. The small amount of time listed for Social Studies and Science is probably explained by the tendency of teachers to list these under "Experience Charts".

Teachers in all four methods were encouraged to tell and read stories to the children and to stimulate discussion and writing. The results show substantial allocations of time to these activities in all methods. Sight word practice was slightly less used by the Phonovisual teachers, but the differences in this category were not significant. The use of art as a supportive activity was used more than twice as much by the Language-Experience teachers than by the Skills-Centered teachers.

An analysis of variance was carried out for each of the 15 activities listed in the Log. Six of these differences were statistically significant, all in the direction consistent with a priori assumptions about the methods. These were: basal reader, experience charts, phonics, other reading activities, audio-visual activity, and audio-visual with discussion.

Eight of the activities received approximately the same amount of time in the four methods. These were: sight word practice, story telling, discussion, writing, other language arts, Social Studies and Science. Discussion and writing showed non-significant tendencies in the direction of more emphasis in the Language -Experience methods. For art work with reading there is a significant difference between approaches, but not between the methods in the same approach.

Summary and Conclusions

Data concerning the allocation of time in the teaching of Language Arts to first-grade disadvantaged urban children were collected during the investigation of the relative effectiveness of four methods of teaching reading in three racially segregated areas of New York City. Two of the methods were Skills-Centered, i.e., centered in Basal Readers with and without the Phonovisual method of phonics instruction. Two of the methods were based on Language-Experience, with and without audio-visual supplementation.

The findings may be summarized as follows:

1. The 48 teachers, required to indicate the number of minutes spent on teaching Reading and the Language Arts, kept logs for two full months and then for 5 days of each subsequent month to May, 1965. This study reported the percentage of time they spent each day on five reading activities and ten supportive language activities in the four Methods in the CRAFT study.

2. Since the instructional time requirements of the project exceeded the city requirements, several months elapsed before teachers achieved the desired level of time allotment to Reading and the Language Arts.

3. By means of an in-service training program, the teachers were guided to increase their allocation of time to this general area as well as to emphasize the specific kinds of activities appropriate to the method of instruction to which they had been assigned.

4. Each group of teachers was found to emphasize the specific activities required by their assigned method of teaching. Statistically significant differences in time spent, some of them very large, were found for six of the fifteen kinds of instructional procedures included in the Log form. Eight kinds of activities did not show significant differences among the teaching methods. One activity showed a difference between the Skills-Centered and Language-Experience Approaches but not between methods.

The City University of New York
Division of Teacher Education

OFFICE OF RESEARCH AND EVALUATION

CRAFT Project

New Daily Log Form

Teacher_____Class_____School_____Date_____

Please jot down the starting time and stopping time for each activity you employ during the day, at the completion of the activity. If there is more than one period for a particular heading, put down the times for each period.

Reading Activities	Times	Summary in Minutes
Basal Reader Activity		
Experience Chart		
Sight Word Drill		
Phonic Activity		
Other Reading Activities (Specify):		
Supportive Activities		
Story telling or reading (by teacher)		
Discussion		
Writing		
Audio-Visual activity		
A-V with intermittent discussion		
Dramatization		
Art work with reading		
Other Language Arts (Specify)		
For Basal Reader and Phonovisual classes which have separate periods for social studies and science. Social Studies		
Science		

The City University of New York
Division of Teacher Education

OFFICE OF RESEARCH AND EVALUATION

CRAFT Project

Daily Log Form

Teacher _____

Class _____ School _____ Date _____

FOR OFFICE USE ONLY

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

IMPORTANT:
USE A SOFT LEAD PENCIL ONLY.
(No ball point or other pen.)

TIME IN MIN. — WRITE IN

DATE (block in :)

SEPT OCT NOV DEC JAN FEB MAR APRIL MAY JUNE

M T W T F

Reading Activities

		TEMO UNITS								
Basal Reader Activity		0	1	2	3	4	5	6	7	8	9
Experience Chart		0	1	2	3	4	5	6	7	8	9
Individualized Reading		0	1	2	3	4	5	6	7	8	9
Sight Word Drill		0	1	2	3	4	5	6	7	8	9
Phonic Activity		0	1	2	3	4	5	6	7	8	9
Other		0	1	2	3	4	5	6	7	8	9

Supportive Activities

Listening to stories		0	1	2	3	4	5	6	7	8	9
Listening to poetry		0	1	2	3	4	5	6	7	8	9
Discussion		0	1	2	3	4	5	6	7	8	9
Writing		0	1	2	3	4	5	6	7	8	9
Audio-Visual activity		0	1	2	3	4	5	6	7	8	9
A-V with intermittent discussion		0	1	2	3	4	5	6	7	8	9
Dramatization		0	1	2	3	4	5	6	7	8	9
Art work with reading		0	1	2	3	4	5	6	7	8	9
Other		0	1	2	3	4	5	6	7	8	9

For Basal Reader and Phonovisual classes, which have separate periods for Social Studies and Science:

Social Studies		0	1	2	3	4	5	6	7	8	9
Science		0	1	2	3	4	5	6	7	8	9